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AUTHOR	Cuban, Larry
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ABSTRACT

This book reviews the history of the increasing importance of research and the declining importance of teaching at the 125 major public and private research universities (Carnegie Research I and II classifications), using Stanford University (California) as a case example. It examines how, over the last century, university structures and processes have influenced research and teaching and why scholarship has "trumped" teaching in universities. It argues that evolution of the "university-college" in the early twentieth century resulted in practices such as embedding undergraduate teaching within departments, the elective system, and "general education requirements," while allowing faculty to focus on conducting research, publishing findings, and guiding doctoral students. Chapter 1 describes the tradition of curricular and pedagogical reform at Stanford since its founding. Chapter 2 analyzes the century-long experience of Stanford with the university-college concept. Chapters 3 and 4 trace the curricular and instructional changes that occurred in the Department of History and the School of Medicine, respectively. Chapter 5 compares and contrasts the experiences of these two units within the university. Chapter 6 concludes that the university-college structure permitted presidents and professors to strike a balance between conflicting values of teaching and research while striving for higher institutional prestige. (Individual chapters contain references.) (DB)

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